**Model Curriculum FAQ**

Since the creation of the first Intersegmental Model Curriculum (ISMC), there has been some confusion about the differences between model curriculum and Transfer Model Curriculum (TMC), which are used to create Associate Degrees for Transfer (ADTs). This document provides the answers to the most common questions about model curriculum and how they can be used by community colleges to develop degrees and certificates.

**What is a model curriculum?** Model curriculum is a collection of courses that have been selected by faculty to prepare students for transfer into a baccalaureate degree program or to transition into the workforce.

**What are the types of model curriculum?** There are two types of model curriculum, the Intersegmental Model Curriculum (ISMCs) and the Intrasegmental Model Curriculum (CCCMCs).

* Intersegmental Model Curriculum (ISMC) are developed in transfer disciplines that are not able to comply with the 60-unit limit restriction of the Associate Degrees for Transfer (ADTs). ISMCs are developed by discipline faculty from the California Community Colleges and the CSU to clearly describe a collection of major preparation courses that will prepare students for transfer.
* Intrasegmental Model Curriculum (CCCMC) are developed by discipline faculty working in collaboration with industry to create career technical education (CTE) programs that help ensure that students will have the necessary skills to move into the workforce and that will allow students to easily transition from one college to another without having to restart their program of study.

**How are model curricula developed and approved?**

* The development of ISMCs is very similar to the development of TMCs. Discipline faculty from the community colleges, CSU, and UC come together at a Discipline Input Group (DIG) meeting to discuss the courses students need to take to be prepared for transfer. Input from the DIG meeting is reviewed by the Faculty Discipline Review Group (FDRG) to determine what the ISMC should look like. As with the FDRGs used to develop TMCs, each FDRG will consist of three community college and three CSU faculty. Once the FDRG has completed the ISMC, it is sent out to discipline faculty for feedback. Following the feedback process, the finalized ISMC is brought to the Intersegmental Curriculum Faculty Workgroup (ICFW). Finalized ISMCs are posted to the C-ID website (c-id.net).
* The development of CCCMCs begins with seeking input from industry partners about the skills they need from graduates. This input is obtained by working with Sector Navigators (SNs) and Deputy Sector Navigators (DSNs) who serve as the interface between industry and the faculty. Additionally, discipline faculty will survey industry partners that serve on their local advisory board and that they have worked with in the past. As with ISMCs, a DIG meeting is held to bring discipline faculty together with the SNs and DSNs to review the input from industry and to discuss which courses needed to be included in each program. Following the DIG meeting, a FDRG consisting of six community college faculty will be convened to develop the CCCMC. While participation of CSU faculty is not required on these FDRGs, an invitation to the CSU will be extended to make appointments to the group. Once the FDRG has finished developing the CCCMC, it is sent out to discipline faculty and industry partners to provide input. Once the vetting process is completed, the CCCMC is brought to MCW from approval. Once approved, CCCMCs are posted to c-id.net.

**What can you do with a model curriculum?** Model curriculum can be used to develop Certificates of Achievement and Associate Degrees at your campuses. For locally developed degrees, colleges may use their local general education pattern, CSU GE Breadth, or IGETC. All associate degrees must require a minimum of 60 degree applicable units, but the degrees are not limited to 60 units.

**Are there any guarantees that accompany for the degrees or certificates aligned to a model curriculum?** As with the ADTs, degrees that are aligned to a model curriculum cannot include any local requirements. Additionally, courses with a C-ID designation are automatically accepted as equivalent to any other C-ID course with the same designation. Completion of an associate degree aligned to an ISMC **does not** **guarantee** students admission to a CSU campus, **does not guarantee** junior standing for students that do transfer to a CSU campus, and **does not** **guarantee** that students transferring to a CSU campus will be able to complete their degree in 60 additional units.